

BIOLOGY LEADERSHIP CONFERENCE 2011 FACEBOOK

Primary Interests in the Introductory Biology Course:

RD = Course Redesign

TA = Teaching Assistant

SR = Student Research

L = Lab

SO = Student Outcomes

REM = Remediation Strategies

AS = Assessment

SM = Social Media

PL = Primary Literature



LESLIE ALLEN—*Pearson*



LIZABETH ALLISON—*College of William and Mary, Author*

Primary Interests: SR, REM

I am a Biology Professor and Department Chair at the College of William & Mary, where I've taught for 14 years. Previously, I spent 8 years as a faculty member at the University of Canterbury in New Zealand. My research is in the field of traffic control in normal and cancer cells, focusing on mechanisms of nuclear import and export of nuclear receptors. I have taught Introduction to Molecules, Cells, and Development in alternate spring semesters since 2007.



ANNA AMATO—*Pearson*

Primary Interests: AS, SO

I am the Project Editor for Biological Science 5e and am most interested to hear from professors about "learning theory" and the challenges of implementing learning strategies.



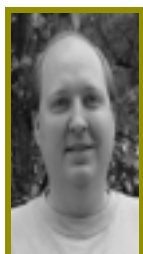
MICHAEL BLACK—*Cal Poly State University, Author*

Primary Interests: AS, TA, SR, SO

"I MAKE friends. They're toys. My friends are toys. I make them. It's a hobby. I'm a genetic designer."



DAVID BOS—*Purdue University*



SCOTT BOWLING—*Auburn University*

Primary Interests: RD, L, AS, SM, TA, REM, SO

Since 2003 I have been coordinating the majors intro biology courses at Auburn, teaching two large lecture sections each semester and running all of the labs, including training the lab teaching assistants. My wife is a professor in political science at Auburn, and we have two children. When not busy with work or school, we all stay active in Tae Kwon Do, which is great both for exercise and releasing stress!

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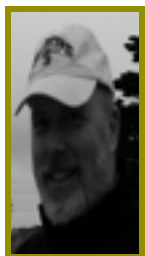
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BRIAN BUCKLEY—*Pearson*

Primary Interests: RD, AS, SM, TA, REM, SO

As a former teacher and part of Pearson's MasteringBiology team, I have a strong interest in understanding how great teachers motivate, teach, and enable students to think, work, and learn.



JOHN BURNER—*Pearson*

Primary Interests: AS, SO

As a Senior Developmental Editor with Pearson Education, I have worked on Campbell Biology (since the 7th edition), Campbell Concepts and Connections, Campbell Essential Biology, and Nabors Introduction to Botany. For the 9th edition of Campbell Biology, I edited chapters 29-30, 35-39, 43, 46, 48, and 51. I have a BA in English and a Masters in Education from Stanford University.



PAT BURNER—*Pearson*

Primary Interests: AS, REM, SO

Pat Burner is a Development Manager in Biology at Pearson Education in San Francisco. After receiving her degree in Biology from Stanford, she joined Benjamin Cummings, where she has worked on books and media in general biology, microbiology, anatomy and physiology, and cell biology. She has enjoyed developing the BioFlix 3D animations and working on the Campbell Biology book since the 5th Edition.



RUTH BUSKIRK—*University of Texas, Austin*

Ruth earned her AB at Earlham College, MA at Harvard University, and PhD at the University of California at Davis. Her research on behavior and physiology includes work on spiders, dragonflies, baboons, and unusual animal behavior before earthquakes. She has taught introductory biology, honors biology, and honors genetics at the University of Texas at Austin for over 20 years. She especially enjoys her family, music, and being outdoors in different places.



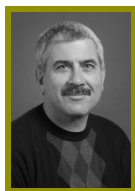
MICHAEL CAIN—*Bowdoin College, Author*

Primary Interests: RD, AS, SR, REM, PL, SO

I'm a plant ecologist with interests in conservation biology, clonal plants, and seed dispersal. Much of my research has an evolutionary bent, including work that focused specifically on evolutionary dynamics in hybrid zones. I've taught introductory biology for majors and non-majors many times; I'm now working full time as a textbook author but I miss the classroom and hope to get back there sometime soon!

BIOLOGY LEADERSHIP CONFERENCE

2011 FACEBOOK



RICHARD CARDULLO—*University of California, Riverside*

Primary Interests: RD, L, AS, REM, SO

I was initially trained as a physicist and work on problems related to membrane dynamics, signal transduction, and cellular motility (primarily in gametes). I have taught a wide range of classes including introductory courses in cell and molecular biology, organismal biology, and upper division courses in advanced cell biology and human physiology. Outside of work I enjoy hiking, running (I just finished my 10th marathon), cooking, singing, and playing piano.



JEFFREY CARMICHAEL—*University of North Dakota*

Primary Interests: RD, AS, SO

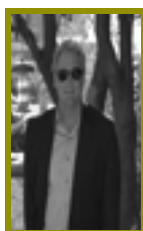
I teach multiple sections of our introductory biology courses and coordinate all intro labs (including supervision of GTA's). During the past few years I have incorporated team-based learning and clickers into my courses and have studied the effectiveness of these approaches to teaching. I'm looking forward to using even more extensive investigative team-based activities in the near future that can make use of a SCALE-UP classroom being developed on my campus.



ANNE CASPER—*Eastern Michigan University*

Primary Interests: RE, AS, PL

I'm in my 5th semester of teaching intro bio. My teaching load alternates between small (25) and large (220) class sizes. I have an active research lab with two undergrads, three M.S. students, and a technician, all pursuing projects involving DNA replication and DNA repair in yeast.



VINCENT CASSONE—*University of Kentucky*

Primary Interests: RD, L, SM, PL

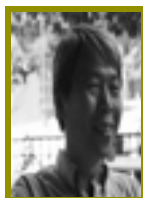
I am a neurobiologist who studies circadian rhythms. I use behavioral, genomics, neuroanatomy and electrophysiology in my research. As Department Chair, I have led a major reform of our curriculum in which we replace the introductory wet labs with computer-based labs that teach students how to read scientific papers, write scientifically, access and understand bibliographic and sequence databases, and analyze sequences phylogenetically. We then created more upper division wet labs. Philosophically, I believe the encyclopedic textbooks are a major part of the educational problem that emphasizes factoids and buries major concepts.



HILAIR CHISM—*Pearson*

Primary Interests: RD, AS, SM, PL

I am a Senior Art Developmental Editor in the Biology group at Pearson, which means that I get to work with authors and editors to design figures that teach biological concepts. I dreamed of this job in college and found it shortly thereafter. Other than a short break to attend a science illustration program, I have developed science textbooks for the past 18 years in disciplines ranging from astronomy to microbiology.



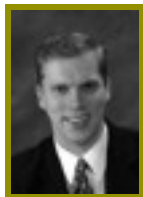
JUNG CHOI—*Georgia Institute of Technology*

I'm an Associate Professor and Associate Chair of the School of Biology, Georgia Tech and Director of the Professional Science Masters program in Bioinformatics. I've taught at GT since 1986. I've done research on plant protein kinases with calmodulin-like domains, and some research with yeast lipid metabolism that has yet to bear fruit. I have taught a wide variety of courses, but I most enjoy teaching large intro bio lecture courses – both challenging and rewarding. I'm married to a plant physiologist who is currently teaching part-time at Georgia Gwinnett College. We have a 17-year old daughter who keeps both of us busy, at least until she finally gets her driver's license. I occasionally blog at

<http://jchoigt.wordpress.com/>

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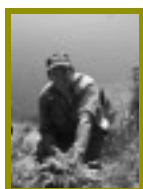
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STEVE CHRISTENSON—*Brigham Young University, Idaho*

Primary Interests: RD, L, SM, REM, PL, SO

I have been teaching introductory biology for the past 8 years and I love it. I love the opportunity it provided for steady upward improvement. I also teach courses in cell biology and molecular lab techniques. My teaching efforts include use of technology like podcasting and YouTube to help students prepare for class and labs. I also develop gene cloning and expression collaborations with other researchers as a way of promoting undergraduate research.



JIM COLBERT—*Iowa State University*

Primary Interests: RD, L, AS, TA, SO

I have taught majors introductory biology and botany courses for 26 years at two universities. While I don't regard large classes as the ideal setting for learning biology, I do find it to be an interesting challenge to make such classes engaging environments that support learning. I currently teach a first semester introductory biology course (biological diversity, genetics and evolution, ecology) as well as do the TA training and curriculum planning for the associated lab. I also teach an upper level course in bryophyte and lichen biodiversity, as well as a biology field trip course to the Boundary Waters Canoe Area Wilderness in northern Minnesota. I developed, and have coordinated for 13 years, a service-learning activity called the "Skunk River Navy" that focuses on biodiversity monitoring and trash removal in local streams and is targeted toward incoming biology majors. My current research is in the areas of evolution education and Iowa lichen diversity and distribution.



PAUL COREY—*Pearson*

Paul Corey is President of Science Division within Pearson's Arts & Sciences Group.



DEBORAH DARDIS—*Southeastern Louisiana University*

Primary Interests: SM, REM

I have taught Biology for almost 30 years. I teach both semesters of introductory biology and medical microbiology. Much of my time is spent writing grants and administering programs for the professional development of K-12 teachers. I recently developed a web page on the Louisiana Oil and Gas Industry. I look forward to hearing new ideas - or being reintroduced to ideas that have slipped my mind.



REBEKKA DARNER—*University of Florida*

Primary Interests: L, TA, PL

I teach both introductory biology courses for majors, vertebrate zoology, an online capstone course, and a graduate seminar for new TAs on science teaching methods.



MICHAEL DINI—*Texas Tech University*

BIOLOGY LEADERSHIP CONFERENCE

2011 FACEBOOK



CLARISSA DIRKS—*Evergreen State College*

Primary Interests: AS, SR, REM, SO

As a science education researcher I am currently investigating methods that best teaching students the process of science, helping them master their reasoning skills. I work in many areas of science education. I am an editor for the Cell Biology Education - Life Science Education journal, an executive committee member for the National Academies Summer Institute for Undergraduate Education in Biology, a field station leader for Faculty Institute for Reforming Science Teaching, and a co-founder of the Society for the Advancement of Undergraduate Education Research (SABER). I am also a virologist studying the evolution of retroviruses in lemurs!



SONIA DIVITTORIO—*Pearson*



KURT ELLIOTT—*North West Vista College*



EMMA FEENEY—*Loyola University*

Primary Interests: AS, REM, PL, SO

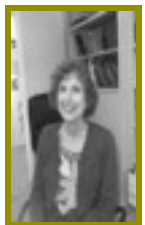
My background is in cellular and molecular biology, and I have done research in immunology (immune mediated pathology of the central nervous system - antiviral induced, as well as autoimmune).



JOSH FROST—*Pearson*

Primary Interests: RD, L, SM, REM, PL, SO

I am an acquisitions editor for Biology with Pearson Education. I have been in publishing for fourteen years, and feel very fortunate to get to work on the Campbell BIOLOGY book.



DEBORAH GALE—*Pearson*

Primary Interests: RD, REM, SO

My experience in the introductory biology course has been to help publish two excellent majors biology texts over multiple editions. In doing so, I have met many fine biology educators who have shared their vision on how best to reach and inspire students. We've tried to incorporate their collective wisdom in our textbooks.

BIOLOGY LEADERSHIP CONFERENCE

2011 FACEBOOK



KAREN GERHART—*University of California, Davis*

Primary Interests: AS, TA, REM, SO

I've taught Intro Bio at UCD for 12 years and have become increasingly involved in using active learning to help students to more effectively problem-solve and apply information. I wish my students to develop higher level Bloom's skills (analysis, application, and above). I continue to struggle to effectively communicate this goal to my students, and find I often revisit the alignment of my exams, writing assignments, and in-class activities with this goal. It's an iterative process. In June I will be a casualty of California's budget crisis, and I am trying to convince my skeptical self that I can afford to take some time off before finding my next job.



MICHAEL GILLESPIE—*Pearson*



EILEEN GREGORY—*Rollins College*

Primary Interests: RD, SR, PL, SO

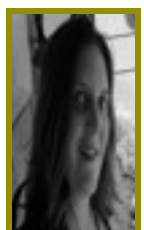
A primary focus of my research is reducing the amount of content in introductory biology and instead spending more time investigating key concepts and principles. We are currently redesigning our majors' course to focus on 6 themes with the goal of exciting students about biology while developing their skills and content knowledge.



CARLA HASS—*Pennsylvania State University*

Primary Interests: RD, L, AS, TA, SR, REM, SO

I've been teaching in intro bio courses for about 15 years. We have made a lot of changes - no two years are the same - but it is a constant struggle to teach the numbers of students that we have (almost 1500 each year in the intro majors course). We are just starting to bring an inquiry based approach to the labs, and doing more TA training to facilitate this. I am a molecular systematist and have worked with both reptiles and amphibians, although now teach full time.



LAUREN HARP—*Pearson*

Primary Interests: RD, L, AS, SR, REM, PL, SO

I am the Marketing Manager for Pearson's titles in General Biology for Majors and for Upper-Level courses.

BIOLOGY LEADERSHIP CONFERENCE

2011 FACEBOOK



TINA HARTNEY—*California State Polytechnic University, Pomona*

Primary Interests: L, AS, TA, REM

If it is introductory biology, I currently teach it or have taught it over the past 25 years to non-majors, majors, pre or in-service teachers. I love what I do and I am especially delighted when students achieve that "ah-ha" moment that I will attempt to achieve by any means possible. When not consumed by redesigning curriculum, developing assessment protocols, implementing new labs, working with TAs, or managing grants, I can be found practicing science in the field where I have put my training as a marine (fish) ecologist to the test examining the reproductive practices of desert plants (go figure!). Transitioning to a "new" interest that enables more students to safely participate in the research experience has been among the most challenging and rewarding experiences of my professional career.



JEAN HEITZ—*University of Wisconsin, Madison*

Primary Interests: RD, L, AS, TA, SR, REM, PL, SO

I am administrator and coordinator for a two semester intro bio sequence for majors. I have developed active learning activities for discussion/recitation and for labs and independent research options for second semester students, either mentored research or a library based meta-analysis. I am also involved in TA training, have taught a graduate course in "Teaching College Biology" and have presented active-learning workshops at a number of national meetings.



MARK HENS—*University of North Carolina, Greensboro*



ALBERT HERRERA—*University of Southern California*



ROBIN HEYDEN—*Wellesley, MA*

Primary Interests: RD, AS, SM, REM, SO

I am a freelance writer and education consultant, based in Boston, MA. I work with universities, national organizations, software developers, and publishers to develop online educational materials and experiences. Most recently my work involves social media and virtual worlds, as they apply to teaching and learning.



ANGIE HODGSON—*North Dakota State University*

Primary Interests: L, AS, SR, PL

I currently teach both semesters of a 2-semester introductory biology course, and I am the coordinator for our 2-semester introductory biology laboratory course. I have been teaching introductory biology courses and labs for 4 years. My current research focuses on designing active learning activities for the classroom and designing inquiry based labs which allow students to experience the process of science. I am also interested in the development of tools that can be used to assess the effectiveness of our teaching and curriculum.

BIOLOGY LEADERSHIP CONFERENCE

2011 FACEBOOK



ROB JACKSON—*Duke University, Author*

Primary Interests: AS, PL, SO

My involvement in the BLC is first and foremost as an author of the Campbell Biology text. I'm also interested in examining learning outcomes and student assessment.



CRAIG JORDAN—*University of Texas, San Antonio*

Primary Interests: RD, AS, TA, REM

I have been teaching the introductory courses for majors and non-majors for about 25 years. The courses integrate materials spread throughout the textbook in various chapters. I try to develop multidimensional "stories". Emphasis is on depth of understanding at the expense of breadth of coverage. In an attempt to compensate somewhat for the cellular and molecular bias of my department, I try to give the students background in natural history and ecology.



MATT LEE—*Pearson*

Primary Interests: SO

I am a developmental editor working on Campbell Biology.



MARK LYFORD—*University of Wyoming*

Primary Interests: L, AS, REM

OK, so it's time for full admission at risk of not being invited back for the BLC: I actually do not teach the introductory course at our institution! However, as Director of our undergraduate Life Sciences Program, I am responsible for what happens in our introductory course and all of our 2000 and 3000-level biology courses in our curriculum (12 different courses that serve all life science majors and non-majors on campus). We have been working hard at the University of Wyoming at many levels, including our introductory course, program-wide articulations, and state-wide K-16 discussions about student success in the life sciences. My particular areas of interest (and to some extent pseudo-expertise) include promoting active learning in the classroom, developing and implementing program assessment, facilitating within- and across-course discussions amongst teaching faculty centered on student learning, and fostering state-wide discussions about student success with K-12, community college and university biology faculty. We have made significant strides in our program and state towards improving opportunities for student learning, but have a lot to do yet. So, coming full circle, maybe I can contribute to the BLC cause and I know I can always learn from everyone else at the BLC! So, maybe I still do fit the BLC 'mold.'



MORRIS MADURO—*University of California, Riverside*

Primary Interests: RD, L, AS, REM, SO

I have taught the second half to intro majors biology at UCR for 8 years to 300-550 students. The topics are molecular biology and genetics. I attended the Summer Institute at Wisconsin in summer of 2006. Like many other institutions, we struggle with the diverse preparedness levels of students and their varied study skills. My research area at UCR is embryonic development of the nematode, *C. elegans*.

BIOLOGY LEADERSHIP CONFERENCE

2011 FACEBOOK



JOEL MARUNIAK—*University of Missouri*

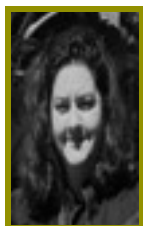
Primary Interests: RD, L, SM

My research area was neurobiology. I am no longer an active researcher. I teach intro bio for majors, physiology to juniors and "How the Brain Works" to mixed majors.



JOHN MERRILL—*Michigan State University*

John Merrill teaches intro Cells and Molecules at Michigan State University. He also directs the Biological Sciences Program, responsible for coordinating and administering the lower division core curriculum for the College of Natural Science. His research is in the area of Teaching and Learning, currently focused on diagnostic assessments ("Diagnostic Question Clusters") and computer automated analysis of students' written responses ("Automated Analysis of Constructed Response Assessments"). John's previous biological research centered on economically important marine macroalgae, including nori and wakame, and high value extracted algal pigments such as phycoerythrin and peridinin-chlorophyll a protein. Outside of work, John enjoys woodworking and bicycling on a tandem with his wife, Donna.



MELISSA MICHAEL—*University of Illinois, Urbana-Champaign*

Primary Interests: RD, L, AS, TA, SO

I have been teaching in the UIUC biology majors sequence for twenty-one years, and enjoy the challenge of very large classes (650-750) and highly motivated students. I am currently engaged in several projects involving assessment at the program and course levels, as well as continued development of our faculty mentoring program. I am a cell biologist, but spend most of my time working on the continuous development of the School's undergraduate curricula. I am charged with primary oversight for the seven core courses for MCB majors, and with curricular enhancements at the course and program levels. The current MCB program at Illinois serves about 2000 majors. I spend most of my free time at my farm working on various projects and am always looking for an excuse to be outside.



PETER V. MINORSKY—*Mercy College, Author*

Primary Interests: REM, PL

Research: I am a plant physiologist. My current research interest concerns testing whether non-circadian rhythms are manifestations of rhythms in geomagnetic or solar-terrestrial parameters. Author: I am the science writer for the journal Plant Physiology and co-author of Campbell Biology (Plant Unit). Teaching: I teach introductory biology as well as ecology, evolution and plant biology. Leisure Time Activity: Shoveling snow.



TANIA MLAWER—*Pearson*

Primary Interests: RD, L, AS, SM, REM, PL, SO

At Pearson, I supervise the content development of Mastering Biology tutorials, coaching activities, and other assessment items.

BIOLOGY LEADERSHIP CONFERENCE

2011 FACEBOOK



JON MONROE—*James Madison University, Author*

Primary Interests: L

We study several of the nine beta-amylase (BAM) genes in the model plant *Arabidopsis thaliana*. We are curious about several of these proteins that are either catalytically inactive or are not located in chloroplasts, or both. We use mutant plants that are missing one or more BAM proteins, and purified BAM proteins expressed in bacteria.



MARVIN H. O'NEAL III—*Stony Brook University*

Primary Interests: RD, L, AS, TA, PL

Research: Neurophysiology, central control of breathing

Teaching: Intro Biology Lab

Interest: Wife and 2 year old son...is there time for anything else?



REBECCA ORR—*Collin College, Spring Creek Campus*

Primary Interests: RD, L, SM, REM

My graduate work focused on the expression and function of the folate receptor in various cancer cell types. My interests are in cell and molecular biology, particularly in cancer research. I have taught 16+ years, and currently teach the first semester of Biology for majors, Biology 1406. I have also taught biochemistry, pharmacology for nursing majors, and cell biology. I am most interested in how to increase student success in my classes without compromising rigor. I am also interested in making the laboratory component of this course more exploratory and less "cookbook."



TOM OWENS—*Cornell University*

Primary Interests: RD, AS, REM, SO

I have been involved in teaching large intro bio courses for about 15 years. During this time the courses have evolved from a purely "sage on the stage", fact-based teaching perspectives to classes that incorporate several different types of active learning, even in large lectures, and that focus on conceptual understanding of the material rather than knowledge of facts. The BLC has been the major source of ideas and feedback that have guided the changes in our courses. In my spare time, I do research on the physiology and molecular biophysics of photosynthetic light harvesting processes, what happens to light energy in the first 100 picoseconds after it is absorbed.



FERNANDA OYARZUN—*University of Washington*

Primary Interests: SR, REM, PL

At my core I am interdisciplinary. I am interested in the interaction between art and science, and in the visual communication of ideas. As a graduate and post-graduate biologist at the University of Washington I have taught or TA a diverse range of classes from introductory biology to ecology and evolution, to apprenticeships in marine protected areas, to visualization of quantitative data. I am also interested in issues of diversity and underrepresented minorities in science.

BIOLOGY LEADERSHIP CONFERENCE

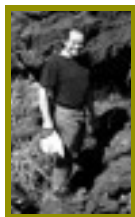
2011 FACEBOOK



NANCY PELAEZ—*Purdue University*

Primary Interests: AS, SM, REM, PL

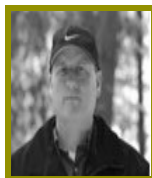
I've been teaching Biology II: Development, Structure, and Function of Organisms as a physiologist after a year at NSF – policy! Let's talk about the 2011 AAAS Vision and Change report – is it useful? We now have science education research within Purdue's biology department with terrific doctoral students, Visiting Scholars from Europe, Africa, and South America, and an FLC funded by HHMI. We are focused on difficulties students encounter when they reason about biological experiments.



MARIUS PFEIFFER—*Tarrant County College*

Primary Interests: RD, L, SR, REM

I am an invertebrate ecologist by training with a fair amount of experience in statistical techniques. My passion is the big story of life; the evolution of life as we know it. I teach Major's Biology, Botany and Anatomy and Physiology at Tarrant County College. I also teach at the Master's level for the Teacher Training program at The University of Texas at Arlington.



RANDY PHILLIS—*University of Massachusetts, Amherst*

Randy Phillis has taught in the major introductory biology course at UMass, Amherst for ten years and is the course coordinator, working to make the sections taught by various instructors and the labs as coherent as possible. The introductory biology course at UMass underwent a significant redesign in 1999 with help from the Pew Center for Academic Transformation when they converted to an active learning format using classroom communication systems (clickers). Since that time, they have engaged in an NSF funded project on the design of assessment tools for use in class and on exams that develop and evaluate student scientific reasoning skills around the topics in introductory biology.



DEB PIRES—*University of California, Los Angeles*

Primary Interests: RD, AS, SR, PL

My research emphasis is now centered on creating assessment tools to evaluate student conceptual understanding and retention of introductory course content over the duration of their time at UCLA. We have added SLO centered assessment as a major component of the introductory curriculum. This year we began workshops with faculty in two departments to help them develop rubrics and assessment strategies that are aligned with the goals of the long-term study. Our current study is at the end of the second of four years.



ESTHER PODANY—*Pearson*

Esther Podany is VP, Meetings and Events. Based in Upper Saddle River, NJ she oversees a group of meeting planners who organize meetings and events for the Pearson Higher Education Group. She has been with the company for over 20 years.



GREG PODGORSKI—*Utah State University, Author*

Primary Interests: RD, L, AS, PL, SO

I am trained as a molecular and cell biologist. In past years, my research emphasis has shifted more toward modeling as part of a collaborative effort with computer scientists who provide the computational firepower to go with the biology that I bring to the table.

Teaching, however, is a bigger part of my current professional role than research. Presently, I teach non-majors and majors general biology, genetics, and developmental biology.

BIOLOGY LEADERSHIP CONFERENCE

2011 FACEBOOK



KIM QUILLIN—*Salisbury University, Author*

Primary Interests: RD, L, AS, SR, PL, SO

I teach a studio-style introductory biology course for majors (20 students/section, no lecture) at Salisbury University in Maryland. This innovative course design has had many successes, and many challenges. My present research examines whether free-hand drawing exercises improves student learning of complex biological concepts compared to traditional learning methods. I have been working with Scott Freeman on Biological Science for twelve years, teaching with images. I am now a coauthor on the fifth edition.



PUSHPA RAMAKRISHNA—*Chandler-Gilbert Community College*

Primary Interests: RD, L, SM, SR, PL

My degree is in molecular and cellular biology. I have started a new two year biomedical research technology program at my campus. I am also interested in environmental sustainability. I enjoy trying new pedagogy in my classroom in order to see what works and what does not. Moreover it is fun!



FIONA RAWLE—*University of Toronto*

Primary Interests: RD, SR, PL, SO

I teach Introductory Biology, second year Genetics, and fourth year Molecular Basis of Disease at the University of Toronto Mississauga. I'm interested in the following areas of pedagogical research/development: the transition from high school to university; scientific literacy; inquiry-based learning; active learning; concept inventories; and emergent properties. I encourage my students to see the "Big Picture" and to make connections between different biological concepts by emphasizing the hierarchy of Biology (atoms to molecules to cells ... to ecosystems) in everything I teach.



JANE REECE—*Berkeley, CA, Author*

I was trained as a molecular biologist, specializing in bacterial genetics, and in years gone by I taught introductory biology at two community colleges in the Northeast. I now satisfy my passion for teaching by heading up the author teams for *Campbell Biology* and *Campbell Biology: Concepts & Connections*. Among the great pleasures afforded by my "job" are lifelong learning in *all* areas of biology and my interactions with biology instructors from all over the country. I look forward to many such interactions at this BLC!



DEBORAH ROESS—*Colorado State University*

Primary Interests: AS, REM, SO

My research interests are in cellular endocrinology. My group uses laser optical instrumentation to evaluate the molecular motions of membrane proteins involved in receptor-mediated cell signaling and to examine interactions between membrane proteins and lipids. I have taught for many, many years in a large freshman biology course that is required for both biology majors and students majoring in biology-related areas. I have a son who is a 2nd year biochemistry major and who provides me with a student's perspective on effective teaching and two middle school-aged daughters who provide perspective on everything else.



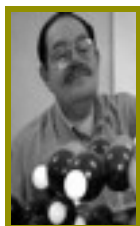
JEAN SCHMIDT—*University of Pittsburgh*

Primary Interests: RD, L, AS, SM, TA, SR, REM, PL, SO

I am a microbiologist by education and training. My past research experience has focused on bacteria which utilize environmental toxins such as arsenic and selenium as electron acceptors in anaerobic respiration. My current professional challenge, recently undertaken and in the planning stages, is to transform a large (1200+ students per semester) Introductory Biology Laboratory Course to an inquiry-based instructional design model. I also am an avid orchid grower and yoga enthusiast.

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DAVID SCHWARTZ—*Houston Community College*

Primary Interests: AS, SO

I've taught introductory biology off and on for the past 40 years, and I've seen some big changes in the subject. I remember being taught (and tested on!) the Davson-Danielli membrane sandwich model, and I remember my professor telling me how nobody yet knew the function of ribosomal RNA. It makes me wonder about how some of what we're teaching our students will look in 2051 at BLC 58, hosted by Pearson Telepathic Textbooks and Robin Heyden IV, at the undersea resort of Atlantis City, N.J.

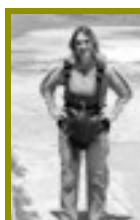
I don't do research anymore - graduate school cured me of that avocation - but I do salute those dedicated scientists who spend every waking hour slaving away, working like dogs, neglecting themselves, single-mindedly in pursuit of the causes of Obsessive-Compulsive Disorder. As for me, I've now reached a quality of life that I've dreamed of for decades, and I'm loving it. Life is good! I hope it is for you too. See you at BLC!!



JOAN SHARP—*Simon Fraser University, Author*

Primary Interests: RD, L, AS, TA, REM, PL, SO

I have joined a UBC research team supported by the Carl Wieman Science Education Initiative (CWSEI). The objective of the project is the development of online, sustainable, and shareable validated Biology Concept Question inventories for selected fundamental concepts of biology. These inventories can be employed by instructors in life sciences to assess student learning gains in conceptual understanding and to compare the effectiveness of different teaching strategies in promoting conceptual understanding in a given biology course.



MARCIA SHOFNER—*University of Maryland, College Park*

Primary Interests: AS, SM, TA, PL, SO

Part of my role as asst. director for biological sciences is to help coordinate the introductory level courses; this includes the teaching assistants. What began as a quick fix in a fiscally tight "year", has grown into a full fledged program--using undergraduates as our teaching assistants. We've found that our introductory students respond favorably to and even prefer their UTAs as their lab and discussion teachers. I teach a large lecture of the ecology and evolution portion of our majors introductory biology. I am an ecologist and study stream invertebrates- specifically meiofauna. I have an abiding love for tardigrades.



GINNIE SIMIONE-JUTSON—*Pearson*

Primary Interests: RD, L, AS, SM, TA, SR, REM, PL, SO

Senior Editorial Manager, Pearson Science



SUE SIMON-WESTENDORF—*Ohio University*

Primary Interests: RD, L, TA

I am a reproductive herpetologist who retired from research several years ago. I concentrate now on the first year experience for biology majors. I teach introductory molecular and cellular biology, the first course in our majors' introductory series. I developed and coordinate the student mentor-taught learning communities that accompany this course. I coordinate our introductory labs and train graduate students teaching the anatomy portion. I teach human sex and reproduction and a freshman seminar in the biology of gender.

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JOHN SKILLMAN—*California State University, San Bernardino*



PATRICIA STEINKE—*San Jacinto College Central*

Primary Interests: RD, L, REM

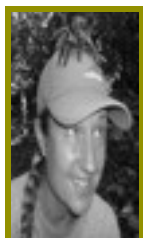
I have been teaching General Biology I/II for 15 years. During the last three years I have also taught the non-majors courses with lab components. I also teach Genetics and Anatomy & Physiology classes.



SUKANYA SUBRAMANIAN—*Collin County Community College*

Primary Interests: L, AS, REM

I teach the introductory biology courses (part I and II) for both majors and non-majors. I was an asst. research professor at Ohio State University before moving to Collin College. My research was on the regulation of expression of genes during tissue injury. I have been teaching at Collin, a junior college, for approx. 8 years and it has given me a great opportunity to teach students with diverse backgrounds and capabilities. My students have been my best teachers in giving insights into different pedagogical techniques that work. Teaching is my passion and I look forward to the mutual sharing of experiences and ideas with other faculty at the BLC.



EMILY TAYLOR—*California Polytechnic State University, Author*

Primary Interests: RD, L, AS, PL, SO

I am an environmental physiologist specializing in the endocrine, neural, and reproductive physiology of reptiles. I teach upper division physiology courses and lower division introductory biology courses.



MARTY TAYLOR—*Cornell University, Author*

Marty Taylor has taught introductory biology for both majors and non-majors at Cornell University and is currently teaching supplemental biology courses through the Learning Strategies Center. She also worked with graduate TAs as Assistant Director of the Office of Instructional Support. When not working on the newest editions of the study guide for Campbell Biology and *Biology Concepts and Connections*, she is shoveling snow.



KIMBERLY UKRAINEC—*Pearson*

[Sample Text] Sean B. Carroll is Professor of Molecular Biology and Genetics and an Investigator at the Howard Hughes Medical Institute at the University of Wisconsin, Madison. His research has centered on the genes that control animal body patterns and play major roles in the evolution of animal diversity.

BIOLOGY LEADERSHIP CONFERENCE

2011 FACEBOOK



LISA URRY—*Mills College, Author*

Primary Interests: RD, SM, TA, REM, PL

I consider my General Bio class at Mills a good "lab research project" for my work as an author on the Campbell Biology textbook. The class is small enough so I can really observe student learning in different contexts. In class, I've been using clickers and Mastering Biology to try to get students more engaged in the material. I also have been trying to give some discussion sections myself, so that students can see I really care about their learning.



STEVE WASSERMAN—*University of California, San Diego, Author*

Steve Wasserman currently lectures on animal and plant physiology in the introductory course series at UC San Diego. Besides a class size of 300 students, the biggest challenge he faces is the absence of a laboratory for our first-year biology students. He is eager to explore new teaching strategies and is trying clickers for the first time this year. In his own research, Steve studies molecular encoding of information in the context of development and innate immunity in *Drosophila*. Steve and his team's approach entails a wide range of experimental techniques including molecular genetics, biochemistry, and bioinformatics. Periodically Steve leads freshman seminars on topics reflecting his personal interests. His two recent offerings covered wagering on thoroughbred horse racing and the biology and history of poisons and toxins.



MARY PAT WENDEROTH—*University of Washington*

I am a Principal Lecturer in the Department of Biology at the University of Washington. I teach 200-400 level animal physiology courses. I am a member of the UW Biology Education Research Group (UW-BERG) which is a group of 10-15 faculties developing and testing pedagogy for undergraduate life science courses. I have also created a national (soon to be international) wiki site, Biology Education Research, in an effort to help the faculty who are apart of this new sub-discipline of Biology to be recognized and to foster a network of researchers who can collaborate with each other and move the field forward.



BETH WILBUR—*Pearson*

Primary Interests: RD, AS, REM, SO

I am the Editor-in-Chief for Biology and Environmental Science at Pearson in San Francisco. I work with colleagues on many titles, both established and not yet published. I was the editor of BIOLOGY by Neil Campbell and Jane Reece from 200-2008, and am especially enjoying my current focus on the many changes and challenges to both content and pedagogy in the biology market. Prior to joining Pearson, I worked as an assistant editor in calculus and organic chemistry and then as an acquisitions editor at Brooks Cole. In a former life, before marrying a Californian and heading west, I managed the Public Programs division of the Department of Education at the Museum of Fine Arts in Boston and was the Director of Special Projects at MIT. Apart from biology books, my current passions include many cooking projects with two granddaughters, Haley and Hannah, who demonstrate to me all the time why what our team at Pearson does is so essential.

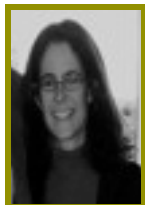


KATHY WILLIAMS—*San Diego State University*

Kathy Williams' research interests involve insect ecology and conservation biology. Her other passion is science education and conducting research on how we can improve undergraduate biology learning and teaching. She directs the curriculum for about 1300 Biology majors at San Diego State, and is involved with developing and implementing faculty enrichment programs at her own campus and in collaboration with colleagues around the country, mostly supported by NSF. One intriguing fact about her: Kathy just spent part of her sabbatical exploring Costa Rica, on an "extreme bird watching" tour and investigating ways for her students to pursue educational opportunities there.

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BETH WINICKOFF—*Pearson*

Primary Interests: RD, AS, SM, SR, REM, PL, SO

Beth Winickoff has been a Supervising Editor on the 7th, 8th, and 9th editions of Campbell BIOLOGY. She has also worked on middle- and high-school science and health texts. Before landing in publishing, Beth applied her biology degree at the New England Aquarium, at WGBH's NOVA, and at an environmental science firm. She lives in Somerville, Mass. ("most densely populated city in America") with her husband, son (9), and two daughters (7 and 2).



BILL WISCHUSEN—*Louisiana State University*

Primary Interests: RD, AS, TA, SR, REM

While I teach primarily in the first semester course for majors I am responsible for all the introductory biology courses (majors, non-majors, lectures and labs) at LSU. I am very interested in the interaction between lecture and lab courses as well as programs to improve student success.



MICHELLE WITHERS—*West Virginia University*

Michelle Withers received her Ph.D. in Neuroscience from the University of Arizona at Tucson, in 1995. She then joined the laboratory of Eve Marder at Brandeis University as an NRSA-funded post-doctoral fellow studying the neural basis of simple behaviors, until 2000. From 2000-2007, she was an instructor in the Department of Biological Sciences at Louisiana State University. During her tenure at LSU, she became involved with the National Academies Summer Institute on Undergraduate Biology Education. As a result of this association, Michelle began to transform her classrooms from traditional lectures to active learning environments and to help fellow faculty do the same. In 2007, she joined the faculty at West Virginia University as an assistant professor of biology and is researching ways to improve science education.



MICHAEL YOUNG—*Pearson*

Primary Interests: REM, AS, SM, SO

As Editorial Director for Science at Pearson I'm not as specialized in Biology as the rest of the attendees at the BLC - my responsibilities span all of our media publishing across the Sciences. Prior to joining the Science team last July, I was General Manager for Higher Education at Pearson Australia, based in Sydney. My accent's actually Canadian, however, as I hail from Toronto where I worked as Editorial Director for Higher Education for Pearson Canada. Looking forward to getting to know as many of the attendees as possible!